

Movement from emergent to independent reading: Representing the texts that support growing capacity

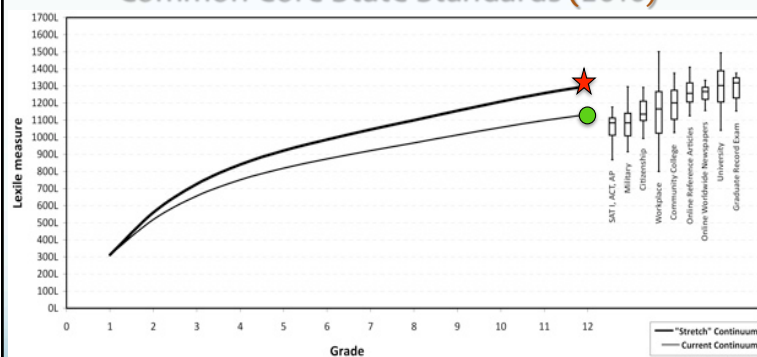
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I. Rationale for attending to text difficulty

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Guiding Model for Quantitative Component: Common Core State Standards (2010)



Stenner, A. J., Koons, H., & Swartz, C. W. (in press). *Text complexity and developing expertise in reading*. Chapel Hill, NC: MetaMetrics, Inc.

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Summary of Text Difficulty: Elementary Exemplars

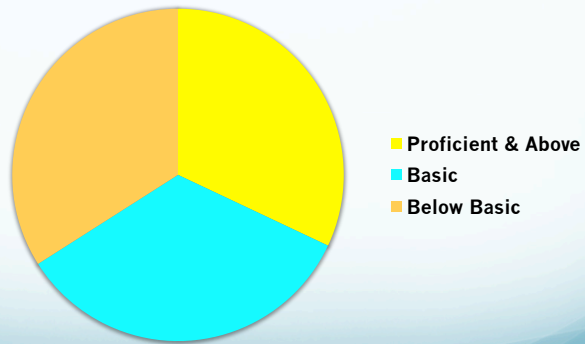
	450-600	600-750	750-900	900-1,050	1050-1200	1200-1350
2-3		★				
4-5			■			
6-8						
9-10						
11-CCR						

★	Average level of Gr. 2-3 exemplars provided by CCS
■	Average level of Gr. 4-5 exemplars provided by CCS

Hiebert, E.H. (October, 2010). *Anchoring Text Difficulty for the 21st Century: A Comparison of the Exemplars from the National Assessment of Educational Assessment and the Common Core State Standards* (Reading Research Report 10.02). Santa Cruz, CA: TextProject, Inc.

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National Assessment of Educational Progress (2009)(4th Gr.)



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Summary of Text Difficulty: Elementary Exemplars

	450-600	600-750	750-900	900-1,050	1050-1200	1200-1350
2-3		★				
4-5			●	■		
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9-10						
11-CCR						



Average level of Gr. 2-3 exemplars provided by CCS



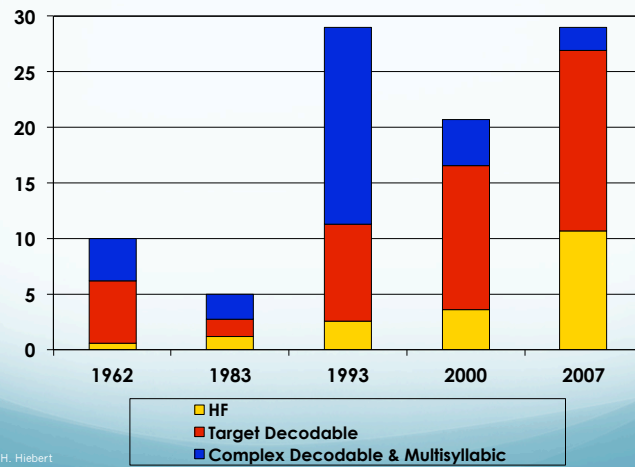
Average level of Gr. 4-5 exemplars provided by CCS

Hiebert, E.H. (October, 2010). *Anchoring Text Difficulty for the 21st Century: A Comparison of the Exemplars from the National Assessment of Educational Assessment and the Common Core State Standards* (Reading Research Report 10.02). Santa Cruz, CA: TextProject, Inc.

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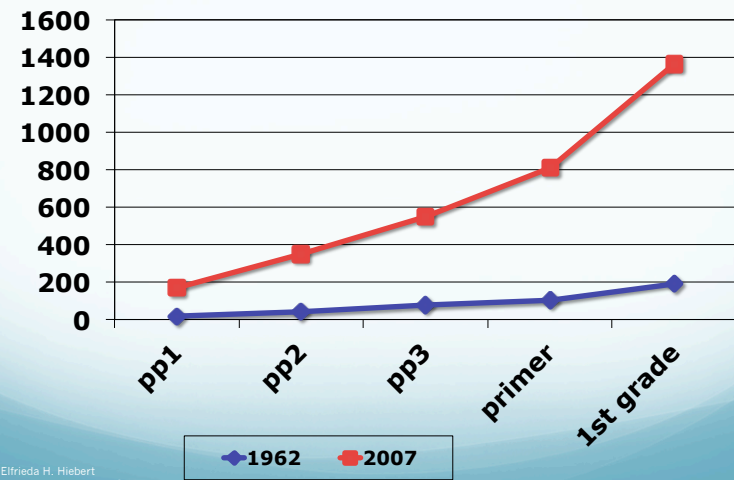
Types of Unique Words (per 100 Words of Text)



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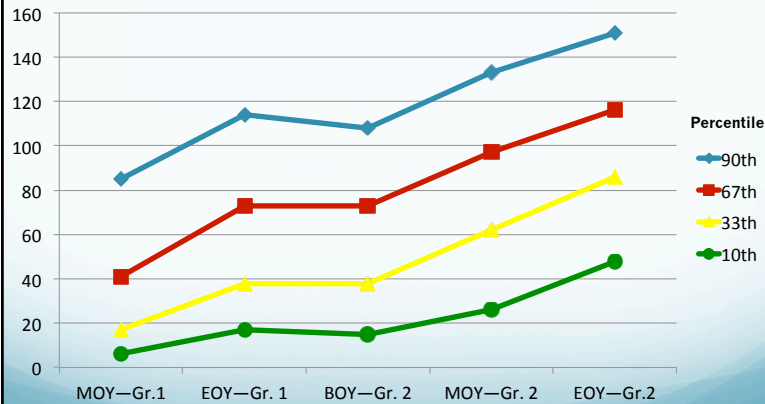
Unique Words per Unit: Grade 1



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Progression on oral reading rate



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II. Current ways of measuring the difficulty of beginning texts

- Publisher's Levels
- Historical readability: Spache
- Current-day readability: Lexiles
- Guided reading level
- Coh-Metrix

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1. The big hill
A gets ready, back.

5. Dad's Headache
Story by Joy Cowley
Illustrations by Terry Burton

7. Mrs Grindy's shoes
Story by Joy Cowley
Illustrations by Val Biro

3. We walked on our hands to make Dad feel better. We played him some music. We did a dance.

3. "Stop that noise!" said Dad. "Go and read some books!"

7. Mrs. Grindy was tired of her shoes. She went to the store for some new ones.

7. "You've come to the right place," said the salesclerk. "I have hundreds of shoes. I'll find the shoes that are right for you."

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5. Brad's Ram
Story by Joy Cowley
Illustrations by Terry Burton

5. Hank the Crank
Story by Joy Cowley
Illustrations by Terry Burton

7. Sailor Paul and the Crabs
Story by Joy Cowley
Illustrations by Terry Burton

3. Brad pulls, pulls, and pulls.

3. Hank started banging his head on the robber's long leg. Hank hung pebbles at the robber and ran him up a lamp.

7. With a big pliers he set out to eat all about. "You going to catch a whole lobster?" asked Sailor Paul. "Sure, I will, with some fish and meat, and Paul headed them up on deck."

7. "Get away, silly rabbit," laughed Sailor Paul. "Start running and my grand I catch crabs, real rapid."

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The New Toy Van

My new toy van can stop.
It can go to the park and stop.

My dog sees my new toy van. Sit, dog, sit!

3

Snacks

"Is your snack in your backpack?" Jack asks. "Let me see what you have."

"I have this snack," says Pam. "My mom put this in my backpack, too!"

5

Going Out to Eat

"Do not eat with your hands. You must use this," Mom said.

"You need to be neat when you eat. You must use this," she told me.

7

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Three Available Indices

	Spache			Lexile			Guided Reading		
	L3	L5	L7	L3	L5	L7	L3	L5	L7
Open Court	2	2.4	2.2	360	460	450			
Wright Group	1.6	1.7	1.8	180	260	320	D	F	H & I
Zip Zoom	1.5	1.5	1.7	110	190	270			

Based on a database of 444 beginning reading texts analyzed by Metametrics (Hiebert & Pearson, 2010):

Lexile & Sentence Length: .57
Lexile & MLWF: .06

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Means for Coh-Metrix Indices by Text Levels

	Narrativity	Referential cohesion	Syntactic complexity	Word abstractness	Situation Model cohesion
1	20.86	9.25	4.41	35.24	78.52
3	19.79	14.63	7.34	42.72	62.72
5	17.49	31.99	10.16	37.18	54.69
7	18.58	46.16	16.54	37.38	53.44

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III. An Alternative: TExT*

With the TExT Analyzer for Beginning Books (TABB), a precise match can be made between what children know and how well a set of texts supports their next stage of learning.

* Text Elements by Task (TExT)

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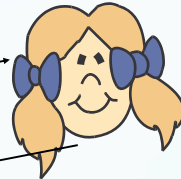
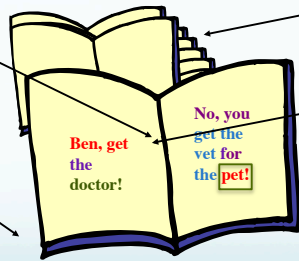
TEsT: Critical Elements

Degree to which phonetically regular words appear

Degree to which high-frequency words appear

Degree to which highly concrete words appear

Linguistic Content



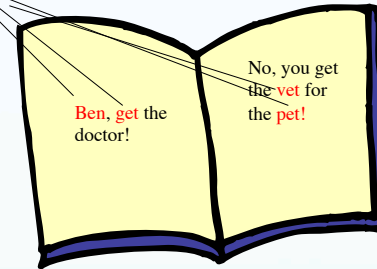
Cognitive Load

Rate of introducing new words & repetition of new words

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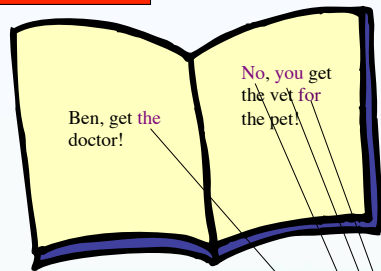
Degree to which phonetically regular words appear



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Degree to which phonetically regular words appear

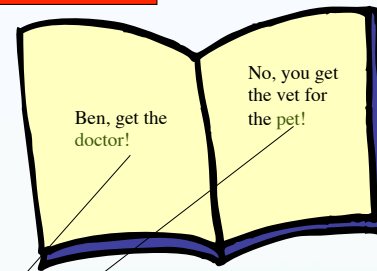


Degree to which high-frequency words appear

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Degree to which phonetically regular words appear



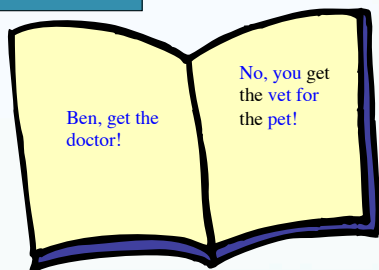
Degree to which highly concrete words appear

Degree to which high-frequency words appear

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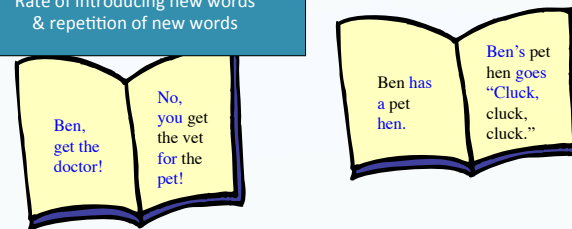
20

Rate of introducing new words
& repetition of new words



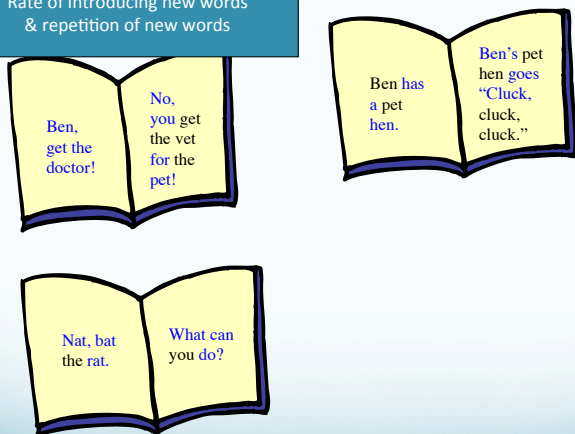
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Rate of introducing new words
& repetition of new words



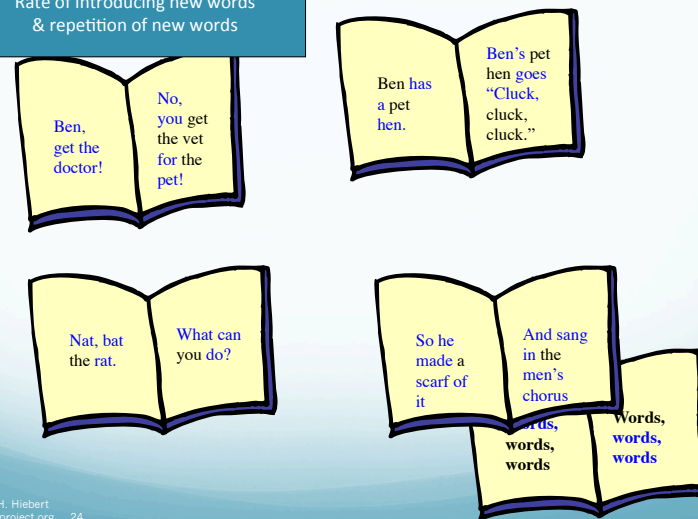
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Rate of introducing new words
& repetition of new words

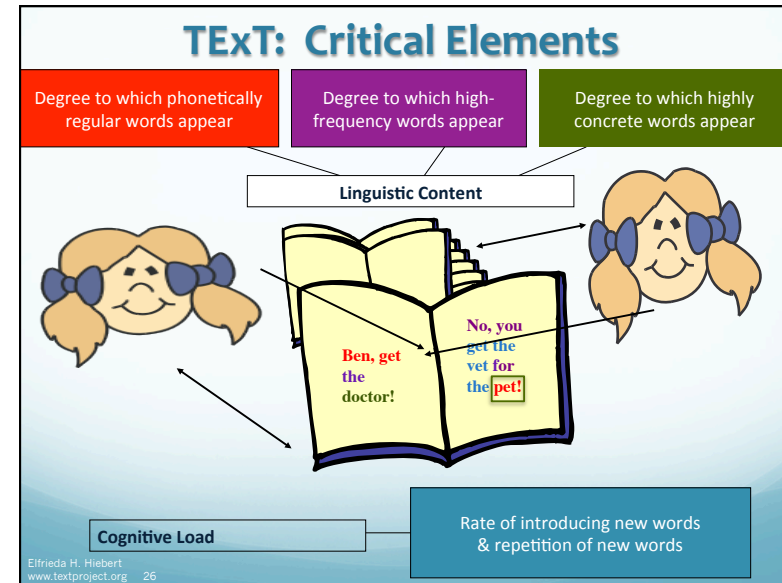
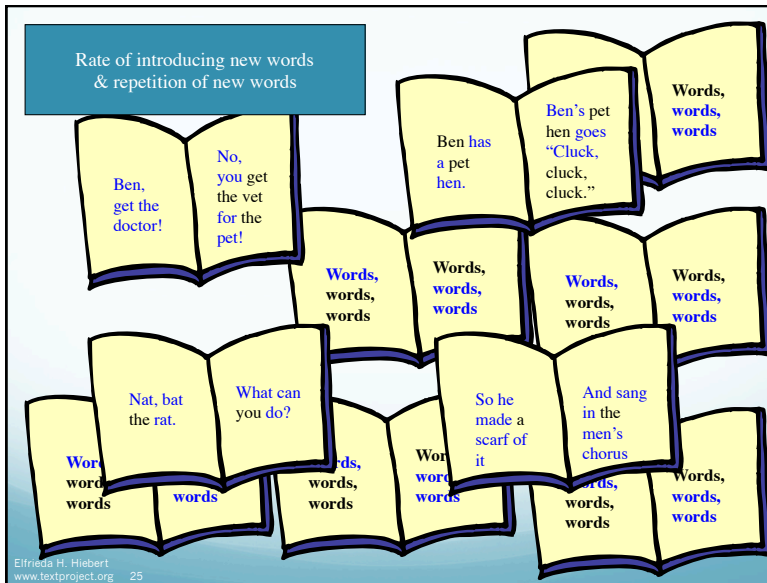


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Rate of introducing new words
& repetition of new words



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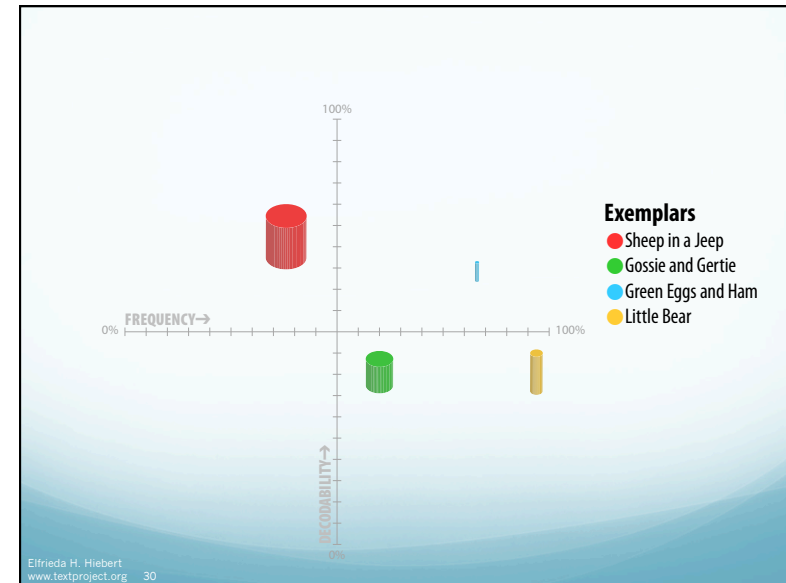
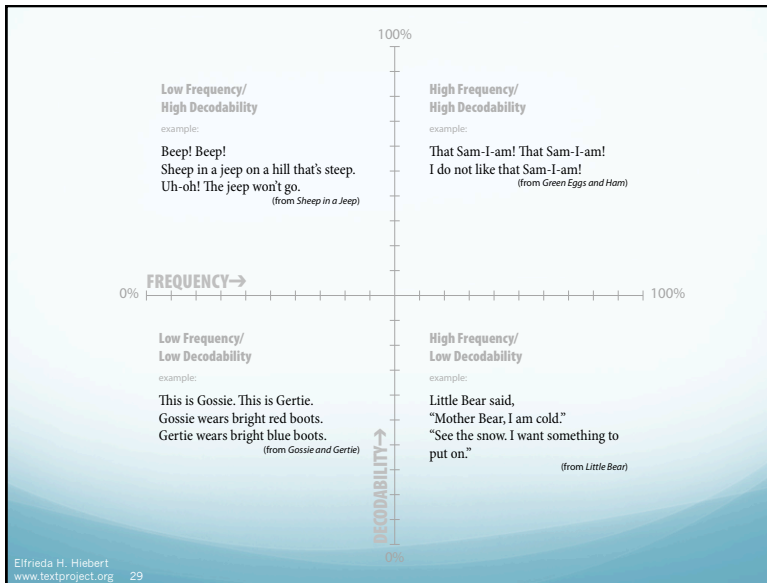


Two ways in which TEtT model can be used to provide information on texts:

1. A general curriculum: An end of grade-one standard set for decodability and frequency and levels and programs measured against that curriculum
2. A specific curriculum

1. End of Grade-One Standard

High-Frequency	Decodability	Concreteness
Zeno et al.'s (1995) 930 words that occur 100+ times per million (& their derivatives, using Thorndike's (1921) guidelines: -s/es/'s; ed/d/ied; -er/est (comparatives); -ly/y; -n)	Digital database of 2,650 monosyllabic words with "consistent" and most common vowel patterns (based on Bloomfield & Barnhart (1961); Fries (1963); Fry (1995))	List of 1,200 words that are highly concrete (derived from 10 sources, including Johnston & Moe's (1983) Biemiller's (2009), & popular concept books (e.g., Scarry's (1980); DK's (1993))
Total number of words: 2046		



The big hill

1. A gets ready. back.

2. We climb up.

3. We run down.

3

"Stop that noise!" said Dad. "Go and read some books!"

5

Dad's Headache

Story by Joy Cowley
Illustrations by Terry Burton

We walked on our hands to make Dad feel better. We played him some music. We did a dance.

7

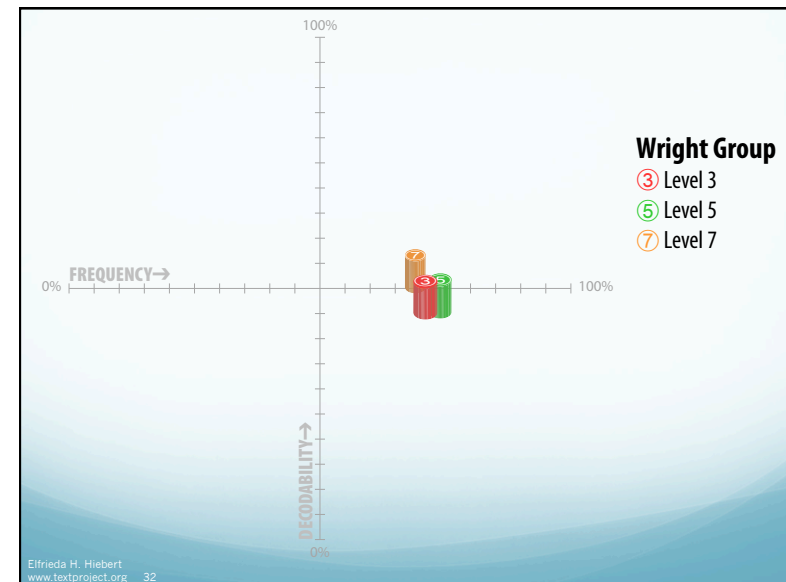
Mrs Grindy's shoes

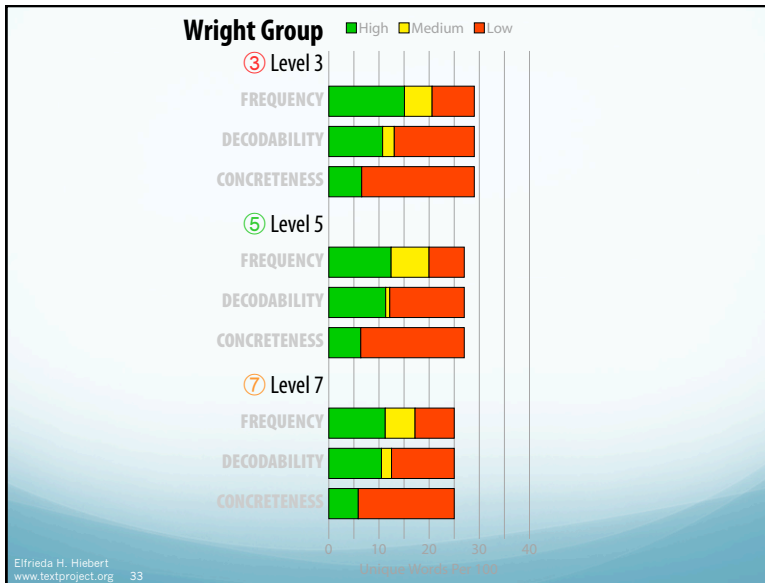
Story by Joy Cowley
Illustrations by Val Biro

Mrs. Grindy was tired of her shoes. She went to the store for some new ones.

"You've come to the right place," said the salesclerk. "I have hundreds of shoes. I'll find the shoes that are right for you."

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Dad's Headache
Story by Jay Cowley
Illustrations by Terry Burton

We walked on our hands to make Dad feel better. We played him some music. We did a dance.
"Stop that noise!" said Dad. "Go and read some books!"

Open Court Reading
Hank the Crank
by Robert O'Brien
Illustrated by John Schoenherr

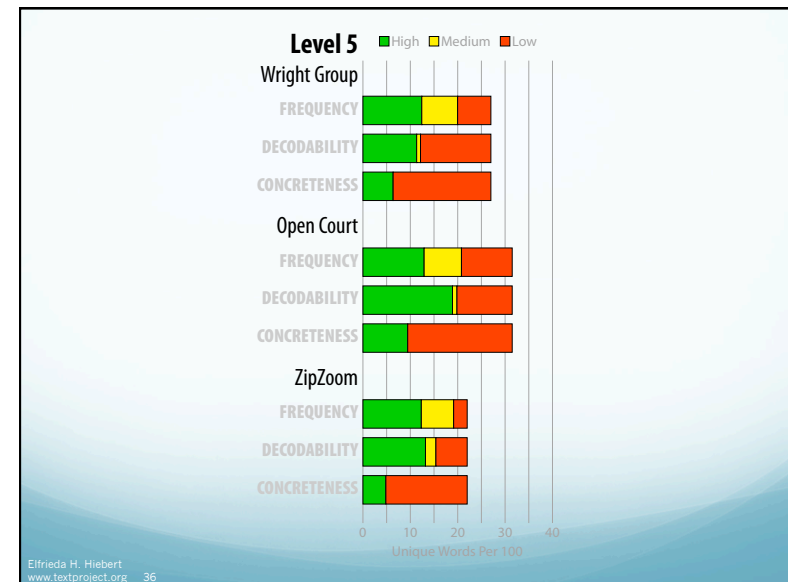
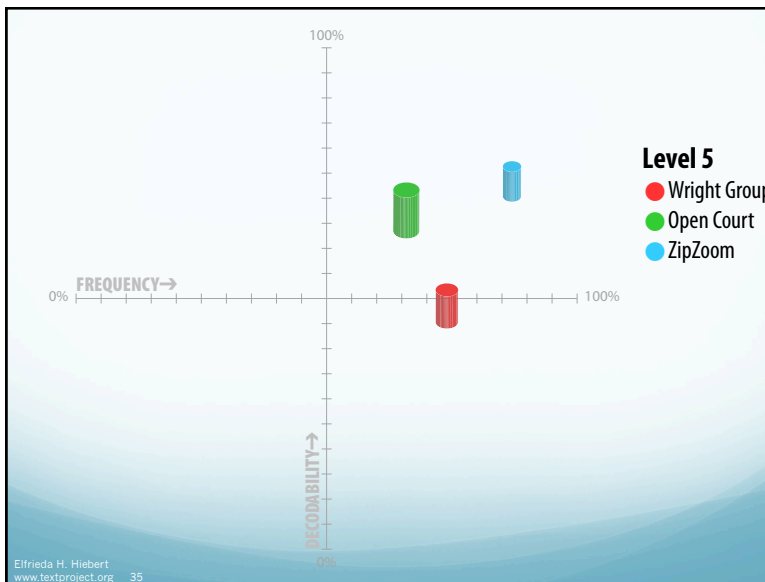
"Is your snack in your backpack?" Jack asks. "Let me see what you have."
"I have this snack," says Pam. "My mom put this in my backpack, too!"

Snacks
Scholastic

A robber ran out of the bank and jumped into Farmer Ann's yard. Hank banged on his box and tipped it over. Hank hunked and sprung from his box.

Hank started banging his head on the robber's long leg. Hank hung pebbles at the robber and ran him up a lamp.

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Two ways in which TExT model can be used to provide information on texts:

1. A general curriculum: An end of grade-one standard set for decodability and frequency and levels and programs measured against that curriculum

2. A specific curriculum

2. TExT-specific Curriculum: 9 phases that are differentiated by designated phonics and high-frequency content (and concreteness)



TExT Curriculum: 9 phases from emergent to independent reading

	High-Frequency	Decodability	Concreteness
1	•25 most-frequent words	•VC •CV •CVC (a)	•A moderate to even high percentage of concrete words that fit in particular categories (e.g., home, friends, animals, places)
3	•50 most-frequent words	•simple r-controlled (far, for, fir) •CVCC & CCVC	
5	•300 most-frequent words	•consonant-controlled vowels in high-frequency groups (e.g., call, find, old, bright, high) •CCVCC	
7	•500 most-frequent words	•ow as long o, complex r-controlled (air, ear, ore)	
9	•930 most-frequent words	•Two-syllable words with consistent vowels in first syllable (e.g., table, happy, royal)	•Percentage of this particular group of concrete words would be expected to decrease by Level 9

	TExT 3			
	HF	Dec	Concrete	Hard Word Factor
At Bat	.63	.76	.13	.05

Dan is at bat. He can not hit the ball. Dan is out.
 Ben is at bat. He hits the ball. Ben runs. We get one run.
 Sam is up next. Sam can not hit the ball. Sam is out.
 Tim is at bat. He hits the ball. The ball goes far.
 Tim runs fast. We have two runs. We will win if I hit the ball.
 I hit the ball. I run and run. We win!

	TExT 5			
	HF	Dec	Concrete	Hard Word Factor
Pat's Trip	.63	.76	.13	.05

Pat is off on a trip with his mom and dad. They get on a plane. The trip is long. Pat's dad gives him a bag. Pat claps his hands when he sees what is in the bag. The bag has things that Pat likes. His dad has put in a snack. Pat has a bun with jam. He also has a plum.

His mom has put in a book and a game. Pat reads the book. It is about dogs. Pat likes dogs very much. He has a dog at home. He thinks about his dog. He misses his dog.

Next Pat gets out the game. He plays the game two times. He wins both times. Pat looks at his watch. It is five o'clock. The plane will land at six o'clock. The trip will be over soon. Pat is glad.

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	TExT 7			
	HF	Dec	Concrete	Hard Word Factor
Mike's Chores	.78	.66	.11	.01

Mike did not like to do chores. He did not like to clean his room. He did not like to take out the trash. He did not like to clear the table after dinner. He just did not like to do chores. In fact, Mike hated to do chores.

Mike's mom and dad worked hard. His dad even had a second job on weekends. He used the money so that Mike could play sports after school. Mike's mom and dad were tired when they got home from work.

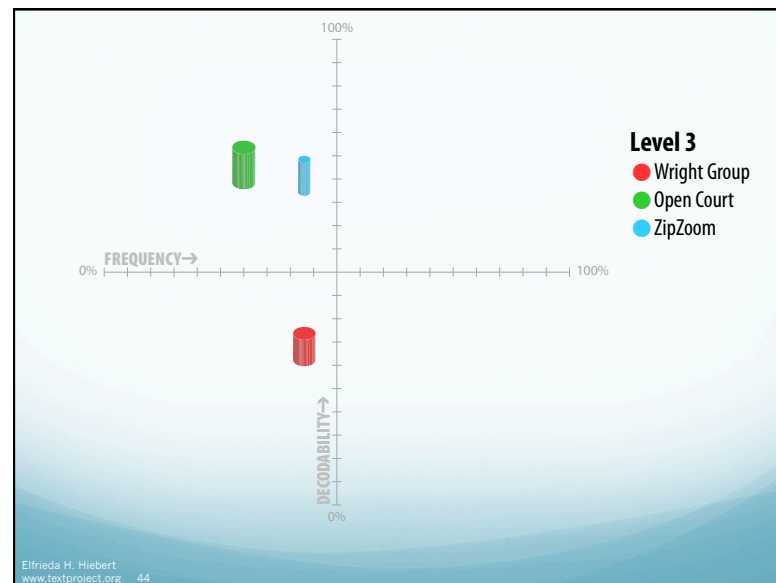
Mike saw how hard his mom and dad worked. He decided that he could help. He stopped saying no when it was time to do chores. He even began to do his chores before anyone told him to!

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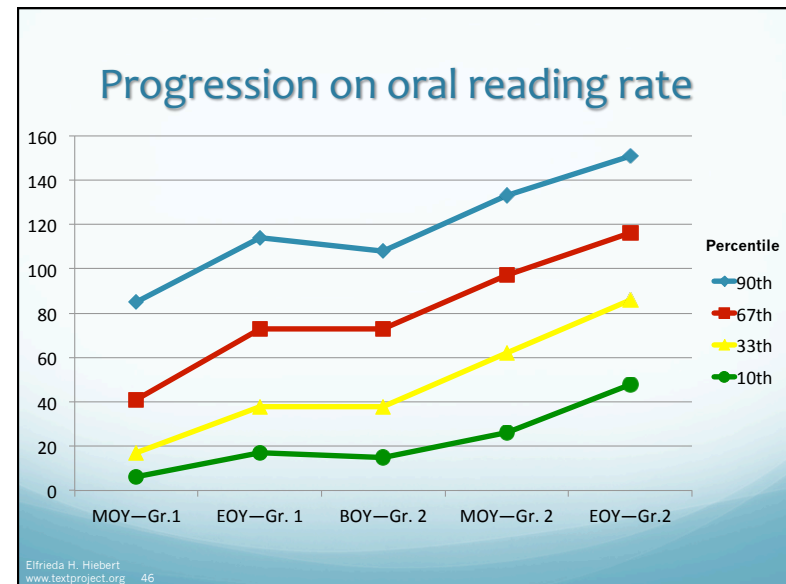
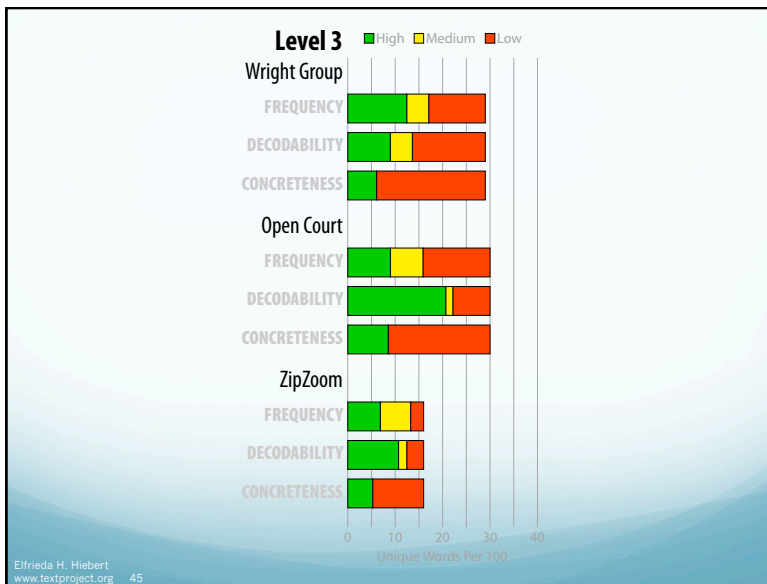
Match of 3rd Level of Programs & 3rd Level of TExT Curriculum

	HF	Dec	Concrete	Hard Word Factor
Zip Zoom	.43	.67	.26	.04
Open Court	.30	.69	.28	.10
Wright Group	.43	.31	.21	.21

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Conclusion

TExT provides a means for identifying:

- Overall decodability, frequency, and concreteness
- Specificity—in terms of the needs of individual or small groups of students
- In the digital-global world, it only makes sense to do this.

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Thursday, August 6 at 10:00 am ET
International Reading Association (IRA) presents a
live interactive webinar with Elfrieda H. (Freddy) Hiebert

Teaching to Build Student Capacity with Complex Texts
This hour-long interactive webinar will focus on teachers' actions that support students in increasing capacity with complex texts such as intensive and extensive reading opportunities and focused lessons on core and unique vocabulary. Join TextProject's president and CEO Freddy Hiebert to discuss actions that can hinder students' capacity with complex texts, such as over-dependence on teacher or digital read-alongs. Here's a convenient, affordable way for you to gain practical solutions and share ideas with a true leader in the literacy field. Bonus — Your registration to the live event includes access to the webinar archive, too, so you can review it any time. [More info and](#)

online registration

TextProject Topics
Common Core State Standards
Beginning Reading
Morphological Awareness
Content & Story Words
Silent Reading & Reading Stamina
Reading Automaticity & Fluency
Summer Reading

Text Products
TextProject creates reading programs based on our TExT model of text complexity.
Among the leading classroom reading programs based on TExT are QuickReads and ZipZoom.

SummerReads
SummerReads is TextProject's free summer reading program, based on the TExT model, that helps at-risk readers avoid the summer slump.

Beginning Reads
TextProject launches our new BeginningReads program to support bringing children into reading by connecting their oral language knowledge with written words.
Taking notes for this is a prototype program that aims to increase meaningful discussion with students.

Teacher Support
TextProject helps teachers who want to improve their students' reading achievement.
Reading activities promote fluency and vocabulary, including Es: Exceptional Expressions for Everyday Events (still free but newly revised, updated and polished) and QuickReads Word Pictures.
Professional development, including a series of upcoming webinars, provides teachers background on the elements of reading success.
Benchmark Texts: Stopping Up Complexity is a set of contemporary benchmark books that complements those already identified by Jeanne Chall and the CCSS.
Word lists, such as the popular WordClaves™ for 4-600 Simple Word Families, focus on the vocabulary needed for middle-

Research
TextProject's new Reading Research Report series documents innovations in reading education.
The latest report looks at the measurement of text complexity under the guidelines of the CCSS.
The TextProject Library contains a decade's worth of research articles, presentation slides and more from founder Elfrieda H. Hiebert and her colleagues. Including the most recent addition, presentation slides on *Actions Teachers Can Take to Increase Students' Capacity with Complex Texts*.

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